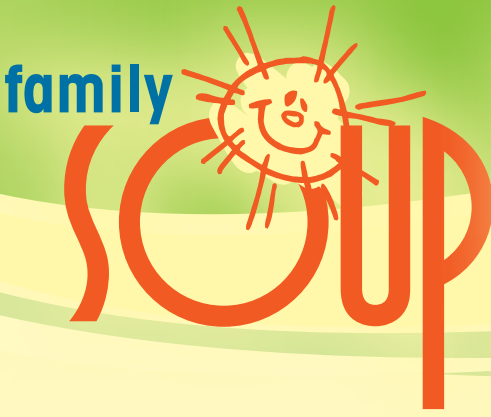


family



Fall 2019

Noise!

Making a Difference Together
for Children with special Needs

Autistic Salutatorian

with Anthony

Anthony started school at Lincoln Elementary. In Kindergarten, we realized he had some issue. In the next two years, we figured out that he was on the Autism Spectrum. Anthony has High-Functioning Autism. He was moved into the Sutter County Special Education program. Throughout the years and all the IEPs, I advocated, along with Family SOUP, to keep him in the least restrictive and most challenging programs we could. In High School, after seeing how bright he was, I advocated for him to be Mainstreamed as much as possible. He had a wonderful teacher for all four years, Paige Milgate. She went to bat for him time and time again, to preserve his rights and help him to succeed. She was the first person there for him when he was having a hard day, or meltdown. She and her



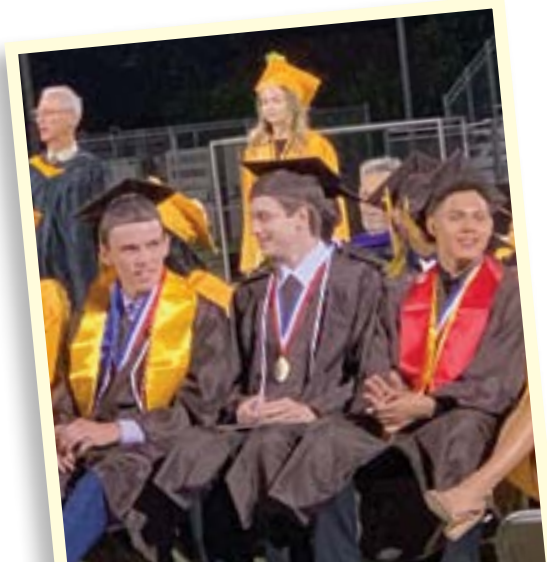
aides were a huge key to Anthony's success. We were able to increase his Mainstream classes to the point he had 5 out of 6 classes with the regular high school students. On June 7, 2019, he graduated near the top of his class of Neurotypical peers, as one of three Salutatorians, from Yuba City High School, and was able to participate in the normal commencement ceremony!! The ceremony itself was a challenge, but with proper preparation, he was able to blend in

STORY CONTINUED INSIDE...



with the other kids, and get through it. The sheer number of people, the noise from the air horns that were not supposed to be there, and the length of the ceremony were a challenge and a LOT of stimulus. He appeared to be close to having a meltdown when the air horns started (he is very inflexible when it comes to rule-breaking), but was able to use coping techniques he has practiced for years, and with the help of the Valedictorian who was sitting next to him, and Mom coaching from afar, he pulled out of it. I encouraged him to use deep breathing techniques from my seat (he could see me – I was in the second row of the audience and he was in the front of the kids), and his peer noticed he was struggling. His peer started to distract him, by conversing with him, and he ended up getting engrossed in the conversation and actually smiling and laughing! Hurray!

As his parents, we are obviously proud of his accomplishments, but we wanted to encourage other parents out there. Your child can do ANYTHING, WITH your support and advocacy. Family SOUP can teach you those skills, and support you as much as you need. They are a wonderful resource and I count the staff as my friends and allies. I learned so much from the classes and the joint IEPs.





President's Message

by Kimberly Butcher

Our silver celebration, commemorating 25 years of Bistro in the Buttes was delightful and delicious. We were so thankful to return to the Heier Farms for this annual Family SOUP Fundraiser. The food, provided by Circa 53 was fabulous and everything was perfectly displayed thanks to Cynthia Struckmeyer, our amazing volunteer who organizes the Bistro. Guests sat at tables adorned in silver decorations and handmade wine charms stamped with "25" for the anniversary, compliments of Family SOUP board member Adrienne Maloney. Yuba County Superintendent of Schools, Dr. Francisco Reveles gave a motivational talk from the heart about how we come together as a community to the benefit of children. Perhaps the most inspiring part of the event was the dance performance by an inspiring group of special needs young people from Jacque's Dance Expressions. Their stories of how dance and the group have helped them was memorable. We hope you were able to join us, but have no fear... the 26th annual Bistro in the Buttes will take place again next year and it is guaranteed to be entertaining and a difference maker for children's programs facilitated by Family SOUP.

Family SOUP has been busy providing programs designed to support children and their families. Scrapbooking for Parents/ Caregivers of Children with Special needs continues to meet the 3rd Wednesday of each month from 6:00-8:00 p.m. All the supplies are provided and parents are given time to converse with like-minded peers. Another great program is our Sibling Support Group. This year we had our first summer session and it was a hit. This group provides a place for siblings to meet other siblings of special needs children in a recreational setting. It's a place where conversations lend to expressing feelings about experiences with having a brother or sister with special needs. If you know a young person that could benefit from this group, please call the Family SOUP office for details. The participating siblings will be eager to return to this group in the fall and welcome new siblings.

Lego Club for Kids ages 6-11 is very popular and is very beneficial for kids with special needs. Parents participate with their kids and/ or have the opportunity to chat with other parents. Parents enjoy spending time with their children building sets. Thank you to Glad Tidings for donating space for this summer fun activity.

ASQ's at The Salvation Army Depot has provided a unique opportunity and active way for reaching a vulnerable, underserved population.

MESSAGE CONTINUED ON NEXT PG...

MESSAGE CONTINUED...

The Ages and Stages Questionnaire is a developmental screening tool for little ones ages up age 5. Family SOUP program director Jesana Tran, is conducting the ASQ and ASQ:SE with families enrolled in the program.

The summer will conclude quickly and lead us right back into the “Back to School” season. Children who are in a big transition year, such as the transition from middle school to high school or preschool to kindergarten, may be feeling anxious. Parents/caregivers play a critical role in children’s responses to these transitions. Communication that is both positive and encouraging regarding these transitions will pave the way for a smooth transition. Allowing children to express their fears, and repeating back what you heard without judgement or a fix it approach allows the child to talk through their anxieties. Taking a walk on the new campus or even a virtual tour via the school web page can help a child to feel more familiar with their soon to be school. The following link is a good article about helping children with special needs transition back to the school year. <https://themighty.com/2017/07/helping-kids-disabilities-transition-back-to-school/>

Making a special breakfast for the first day, or planning a stop at the library, or a visit to grandma’s house after school will make the start of the year special. An older child will benefit from a note of encouragement in their lunch or taped to the mirror

in the bathroom. Give a little extra TLC tender, lovin’ care and minimize changes within the home.

Organizing their own backpack, lunchbox, binder or clothes might help your child feel more confident and in control on their first day. If possible, volunteer at your child’s school or help out with a school sport or club. Try to take an active role in their school environment and get to know your child’s friends and the other parents.

During a transitional phase, your child may be quieter than ever, or begin to question everything. They might have more attitude than they normally do. Remember they’re reacting to a new environment, and you shouldn’t change your standards for how they’re expected to behave, but they will need time to adjust. Be patient.

Finally, during a stressful time, anxiety can make sleep difficult. Sleep deprivation can adversely affect mood and academic performance. Routine is important during a high stress time of change. Make sure your child is getting enough sleep and that they are following a good daily routine. (Pathways.org)

Wishing everyone a safe and happy 19/20 school year. We strive to meet the needs of families in our community. If you have ideas or needs, please feel free to reach out to me through the Family SOUP office. Myself, and the other Family SOUP board members, are happy to hear your ideas and or work to address any unmet needs.



Me-Time Self Care

I had a thought. It was a rare moment in time when I had dropped the kids off at various appointments, therapies, and activities and I was alone in the car. My youngest usually keeps my thoughts focused on her with what I like to call “question barrage” which is her way of exploring the world via my limited knowledge (thank goodness for google!) So this rare moment in time wasn’t filled with questions like, “if it’s 1 o’clock right now, was it also 1 o’clock in 1802?” or “what does the inside of my eyeball look like?” Instead, as I drove down my street, I was thinking about going to Scrapbooking Support Group at Family SOUP that evening, and looking forward to not making dinner, and being able to get some things off my chest as well as do some scrapbooking.

That’s when I noticed my neighbor’s yard. She has ceramic mushrooms that decorate the entire front lawn and make their way up her front stairs and even to her window panes. I don’t know if the mushrooms are those fancy plant watering tubes, or if they are just decorative... I don’t know if she makes them or just loves them so

much that she buys them in bulk... but it occurred to me that everyone needs that special “thing” that Family SOUP’s Scrapbooking Support Group provides for me. I love to scrapbook, this lady loves her mushrooms, my brother likes to run, my cousin enjoys painting. Sometimes it’s hard to find time during busy days/weeks where we feel behind with housework, and the kids have another doctor or therapy appointment, and work deadlines are looming, to find the me-time we so desperately need.

Monthly support group at Family SOUP gives me the excuse I need for that me-time. I know the ladies (and sometimes gentlemen) are expecting me, and I know that they have dinner waiting, and I know that when I attend I feel so much better afterwards. Taking care of myself helps me take care of my family and work and house because my spirit is renewed and I have the mental stability to deal with everything the day brings, even when it’s a tough day. I can’t wait for next month, I hope to see you there!

CALENDAR

SEP - DEC

SUPPORT/INFORMATION/RESOURCES

Scrapbooking Support Group

Every 3rd Wednesday of every month,
September 18, October 16,
November 20, December 18
6 - 8:00 PM

Monthly supportive scrapbooking for parents and caregivers of children with special needs.

Family SOUP office. Call 751-1925 to register

Understanding Autism Support Group

3rd Tuesday of every month
6:30 - 8:30 PM

Monthly support meeting on knowledge and understanding of Autism.

Free childcare available with 24 hour RSVP only.
Call 741-6750 to reserve childcare & for more info.

Yuba College Foster Kinship Care Education - Out of the Box Kids

Every 4th Tuesday of every month
6:30 - 8:30 PM

Monthly Support/Info Meeting to empower moms & caregivers of behaviorally challenged kids to have happy and healthy relationships with their out of the box child.

Free childcare available with 24 hour RSVP only.
Location TBA. Call 741-6750 to reserve childcare & for more info.

ACTIVITIES

PALS Playgroup

Every 3rd Friday
September 20, October 18,
November 15, December 20
9:30 - 11:00 AM

Once a month playgroup for parents and children, ages 0-3, with special needs; includes brief topic presentations and information about community resources; bus passes available. For residents in Yuba and Sutter Counties.

Call 751-1925 for more information.

Artisan Community Garden

Saturday
November 9

10:00 AM (Weather permitting)

Once a month activity for special needs children and their families. Spend time participating in garden activities, arts and craft along with sensory activities.

At The Community Memorial Museum
1333 Butte House Rd, Yuba City. Call to register
751-1925 or for more information.

Sensory Friendly Movie Showing

Presented by
Cinemark

Monday
November 25
10:00 AM



Sibling Support Group

4 Weekly Support/Activity Sessions

Thursdays

October 24 - November 14

4 - 5:30 PM

Once a week sibling support discussions and activities for siblings, ages 7-12, of children with special needs.

Space is limited. Call 751-1925 to register or for more information.



2019 EDITION

WORKSHOPS AND CONFERENCES

— AVAILABLE FOR PARENTS & PROFESSIONALS —

Applied Behavior Analysis

Wednesday
September 25
6 - 8:00 PM

ABA is an applied science devoted to developing procedures which will produce observable changes in behavior. Presenter Kevin Douglas, Behavior Specialist with Colusa Co. Office of Education

970 Klamath Ln. Board Room, Yuba City.
Call 751.1925 to register or for more information.

Transition from Early Start to Preschool

Tuesday
October 8
6 - 8:00 PM

Is your child receiving 0-3 services through Early Start. Join us to learn about the process and changes from Early Start to Preschool.

Family SOUP: 1650 Sierra Ave. Ste. 106, Yuba City.
Call 751-1925 to register or for more information.

Helping Your Child at School

Tuesday
September 24
9 - 11:00 AM, and 6 - 8:00 PM

Learn the process and how an SST can help your child and/or how to obtain a 504 Plan. Presented by Lora Gonzalez, Yuba Co. SELPA Director.

Yuba Co. One Stop, 1114 Yuba Street, 2nd Floor – Covillaud Room, Marysville. Call 751-1925 to register or for more information.

Making Sense of the IEP

Tuesday
October 1
9 - 11:00 AM, and 6 - 8:00 PM

Parent and caregivers joins us to learn more about your Parent Right's in your child's education. Understand the IEP documents and how to ensure it meets the student needs. Presented by Cindy Chandler, Family SOUP Executive Director and Lora Gonzalez, Yuba Co. SELPA Director.

Call 751.19625 to register
or for more information.

33rd Annual Supported Life Conference

Presented by Supported
Life Institute
October 10-11

Opening Doors to Diversity: Cultivate... Participate... Celebrate. Hear a Variety of Important Voices in the Field of Developmental Disabilities. Topics in areas such as: Employment, Transition, Schools, Personal Power and Rights, Advocacy & Self-Advocacy, Health and Wellness, Family Support, Policy and Legislation, Relationships, Community Living, Organizational and Staff Development, Communication / AAC.

Crowne Plaza Hotel, 5321 Date Avenue,
Sacramento, CA 95841

VIDEOS / ONLINE TRAINING MODULES

MIND Institute – Center of Excellence in Developmental Disability ADEPT (Autism Distance Education Parent Training) Interactive Learning

An original MIND Institute/CEDD 10-lesson interactive, self-paced, online learning module providing parents with tools and training to more effectively teach their child with autism and other related neurodevelopmental disorders functional skills using applied behavior analysis (ABA) techniques.

<https://health.ucdavis.edu/mindinstitute/centers/cedd/adept.html>

Tips to Starting off Back to School the Right Way

Now that school is back in session a lot is going on, from getting back to the routine to trying to stay organized. Whether your child's beginning a new school or continuing last school year the following tips will help you stay organized and effectively communicate with your team to stay on track.

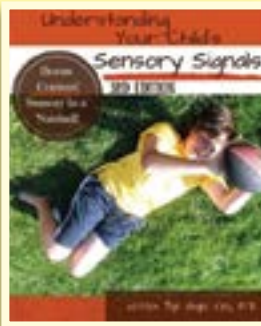
1. If your child has an IEP or a 504 Plan – Make sure you have a copy (and have read) every page, every page has important factors. You can make copies of the document to share or give as a reminder to each teacher.
2. Revisit the goals and objectives along with your last progress report to remember where your child was at the end of the school year.
3. Letter of introduction – it's a great way to share unique things teachers should know about your child that aren't included in his or hers IEP or 504 Plan.
4. Get your Binder organized – There's a lot of paperwork to keep track, from the IEP document to evaluation results, report cards, and more... Keeping your binder organized can be a stress reliever as you will have all your documents at your fingertips. If you do not already have a Binder to keep your school documents together come by Family SOUP, we have School and Medical Binders to help you stay organized.
5. Set up a check-in meeting – before calendars get booked, schedule a time a few weeks into the year to sit down with the team.
6. Practice self-advocacy with your child – make sure he or she knows the accommodations he can ask for and services he will be getting, talk about ways he can remind teachers about what's in the IEP.

For additional resourceful information The Understood Team at understood.org has a collection of back to school tips, downloads and more to make the back to school transition easier. **Don't forget to join us at our next IEP or 504 Plan workshop to stay in top of your parent rights.**





In our library



Understanding Your Child's Sensory Signals By: Angie Voss

Sensory tools and strategies made simple for home, school, and in the community! The handbook includes over 210 of the most common sensory signals and cues your child may be giving you. This practical, daily application handbook is helping parents, teachers, and caregivers understand sensory signals and cues from a child rather than jumping to the conclusion of behavior driven. The handbook provides simple every day sensory strategies and techniques to help ALL children; including autism spectrum disorders, ADD/ADHD, and developmental disabilities. This handbook provides guidance and understanding as to why children do what they do in regards to unique sensory processing differences. When you respect a child's sensory differences, it will change how you respond. Keep it Real. Keep it Simple. Keep it Sensory!



Your Essential Guide to Understanding Sensory Processing Disorder Plus! **Traveling with a Sensory Kiddo!**

This guide was created after "Understanding Your Child's Sensory Signals" was published to give a more in depth look at sensory processing disorder and sensory integration. This is the perfect resource guide and companion tool for those readers seeking more in depth information, yet in an easy to understand and practical format.

Adapted from: Teaching Students with Disabilities about Online Safety

By: Alise Brann, Kristin Ruedel, and PowerUp WHAT WORKS

Many parents and teachers of children with disabilities are well aware of the potential for in-class bullying and make efforts to stop bullying before it starts; but what about the exclusion and harassment that teachers and parents don't see? As young people spend an increasing amount of time online, much of the inappropriate behavior, language, and material they encounter is beyond the immediate view of parents, teachers, and guardians. Therefore, preparing all students for safe interactions online is important, and it

is all the more critical to examine the special risks and issues that students with disabilities face online.

Many kids with learning disabilities, ADHD, autism spectrum disorders, and/or emotional/behavioral disorders struggle with social interactions and appropriate behavior.

They may have difficulty reading social cues, regulating their behavior, determining the accuracy of information, or judging if someone is trustworthy. Because of these social challenges, they may be at a higher risk for bullying, harassment, and victimization when interacting with peers and adults online.

Any child may inadvertently develop a relationship online with someone who seems friendly—someone who takes an interest in his or her life and asks superficially harmless questions about his or her home, school, or friends. However, a tween or teen with learning or other cognitive disabilities may not recognize that this seemingly friendly adult is asking inappropriate questions or that certain types of information may be dangerous to share with a stranger (e.g., phone number, school, real name).

Online bullying is on the rise among middle and high school students, even as overall rates of bullying in schools have remained steady, according to a federal report released Tuesday.

Twenty percent of students between the ages of 12 and 18 were bullied during the 2016-2017 school year, according to the report from the National Center for Education Statistics, the research arm of the U.S. Education Department. Among those students who faced bullying, 15 percent said they were bullied online or by text, a 3.5 percentage point jump from the 2014-2015 school year.

This is not to say that children with disabilities should not go online or that there is nothing of value online for children. In fact, research has suggested that the opposite

is true. However, the challenges that children with disabilities face on the Internet mean that it is important to be aware of children's online activities and to talk with them openly and directly about what they may encounter. These

conversations are essential with any child, but particularly for students with disabilities.

They may have difficulty reading social cues, regulating their behavior, determining the accuracy of information, or judging if someone is trustworthy. Because of these social challenges, they may be at a higher risk for bullying, harassment, and victimization when interacting with peers and adults online.

Tips for Teaching Online Safety:

- Discuss unsafe information to share online — teach about information that is unsafe to share online, including their real name, school, phone number, address, and picture or other identifying information. Make a “Do Not Share” list. Help your child understand that what they post online is not private, even if they think that only their friends can see it.
- Statements meant to be funny or sarcastic can easily be misinterpreted online. This is a great opportunity to talk about formal versus informal language, and how writing for different audiences and purposes can change what you say (i.e., the use of emoticons or the “sarcasm tag” /sarcasm).
- Teach responsible online citizenship and help your child recognize and avoid malicious online behavior. Model appropriate and inappropriate interactions, and teach ways to escape and report cyber-bullying.

Social interactions are complex; the social skills needed for basic conversations are different than those needed for resolving conflicts and determining appropriate

behavior in social situations. These skills, which are certainly important in face-to-face communication, are essential to healthy and safe online interactions as

well. This places children who have difficulties with complex social skills at a potentially higher risk for dangers online. For example, a student who faces challenges with making appropriate choices or recognizing strangers'

trustworthiness may more easily become an online victim of a sexual predator, an e-mail phishing scheme, or cyber-bullying. Because children with disabilities may be more prone to loneliness (Margalit & Al-Yagon, 2002), they may be especially vulnerable to the harmful advances of online users who show a seemingly benign interest in their lives.

A recent study on teens' use of social networking sites found that more than half of the adolescents whose social networking pages researchers reviewed posted private content and information about risky behavior, including sexual activity, drug use, and violence (Children's Hospital and Regional Medical Center of Seattle, 2009).

Although threats to children's safety may make it tempting to ban Internet use entirely, experts agree that educating children about the risks and responsibilities of online communities is the best way to keep them safe. Completely blocking access or using scare tactics are methods that simply do not work (Ash, 2009). Instead, stay involved with children's lives and help them develop the skills they need to safely reap the benefits of the online world.

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Our Mission

is to empower families of children with special needs through support and education to reach their full potential as members of the community.
We are a 501 (c)3 tax exempt non-profit organization.
Your donations make our programs possible.

Thank you Sponsors & Supporters



Return Service Requested

If your address changes: Each returned piece of mail costs us \$0.50 and your Family SOUP mail is delayed. If you move, please call or email Amber Soto with your new address at: (530) 751-1925 or ambers@familySOUP.org



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